

Buford Elementary
1906 North Rocky River Road
Lancaster, South Carolina 29720

Grades	K-5 Elementary School	
Enrollment	854 Students	
Principal	Sandra Jones-Izzard	803-286-0026
Superintendent	Patricia K. Burns	803-286-6972
Board Chair	Lisa T. Bridges	803-286-6972

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	57	32	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Average	Unsatisfactory	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

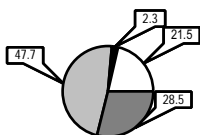
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

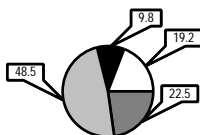
97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

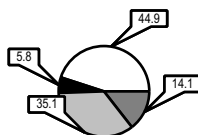
English/Language Arts



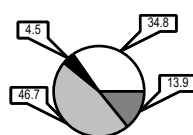
Mathematics



Science

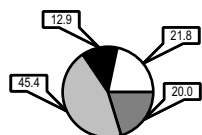
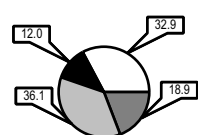
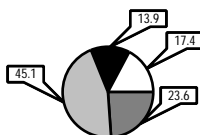
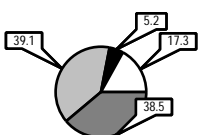


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	412	99.5	21.1	48.0	28.7	2.3	45.2	Yes	Yes
Gender									
Male	209	99.5	32.0	43.1	23.4	1.5	37.6		
Female	203	99.5	10.2	52.8	34.0	3.0	52.8		
Racial/Ethnic Group									
White	365	99.5	19.3	47.7	30.5	2.6	48.3	Yes	Yes
African American	43	100.0	37.2	46.5	16.3	0.0	20.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	365	99.7	18.3	48.0	31.1	2.6	49.1		
Disabled	47	97.9	43.2	47.7	9.1	0.0	13.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	412	99.5	21.1	48.0	28.7	2.3	45.2		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	411	99.5	21.1	47.8	28.8	2.3	45.3		
Socio-Economic Status									
Subsidized meals	181	99.5	28.7	47.9	22.8	0.6	34.7	No	Yes
Full-pay meals	231	99.6	15.4	48.0	33.0	3.5	52.9		

Mathematics – State Performance Objective = 36.7%									
All Students	412	99.8	19.0	48.6	22.5	9.9	48.9	Yes	Yes
Gender									
Male	209	99.5	19.3	51.8	21.3	7.6	47.7		
Female	203	100.0	18.7	45.5	23.7	12.1	50.0		
Racial/Ethnic Group									
White	365	99.7	16.3	48.7	23.8	11.2	51.9	Yes	Yes
African American	43	100.0	41.9	48.8	9.3	0.0	23.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	365	99.7	14.6	49.7	24.9	10.9	53.4		
Disabled	47	100.0	53.3	40.0	4.4	2.2	13.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	412	99.8	19.0	48.6	22.5	9.9	48.9		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	411	99.8	19.0	48.7	22.3	9.9	48.7		
Socio-Economic Status									
Subsidized meals	181	99.5	25.1	53.3	15.6	6.0	35.9	No	Yes
Full-pay meals	231	100.0	14.5	45.2	27.6	12.7	58.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	412	99.8	44.8	35.2	14.2	5.8	20.0
Gender							
Male	209	99.5	46.7	32.0	16.2	5.1	21.3
Female	203	100.0	42.9	38.4	12.1	6.6	18.7
Racial/Ethnic Group							
White	365	99.7	41.5	36.4	15.5	6.6	22.1
African American	43	100.0	72.1	23.3	4.7	0.0	4.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	365	99.7	40.9	36.9	15.7	6.6	22.3
Disabled	47	100.0	75.6	22.2	2.2	0.0	2.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	412	99.8	44.8	35.2	14.2	5.8	20.0
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	411	99.8	44.9	35.0	14.2	5.8	20.1
Socio-Economic Status							
Subsidized meals	181	99.5	56.3	31.7	9.6	2.4	12.0
Full-pay meals	231	100.0	36.4	37.7	17.5	8.3	25.9

Social Studies							
All Students	412	99.8	34.7	46.8	13.9	4.6	18.5
Gender							
Male	209	99.5	38.6	38.6	17.3	5.6	22.8
Female	203	100.0	30.8	55.1	10.6	3.5	14.1
Racial/Ethnic Group							
White	365	99.7	32.1	47.3	15.5	5.2	20.6
African American	43	100.0	55.8	41.9	2.3	0.0	2.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	365	99.7	31.4	48.0	15.4	5.1	20.6
Disabled	47	100.0	60.0	37.8	2.2	0.0	2.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	412	99.8	34.7	46.8	13.9	4.6	18.5
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	411	99.8	34.5	47.0	14.0	4.6	18.5
Socio-Economic Status							
Subsidized meals	181	99.5	47.3	40.1	10.2	2.4	12.6
Full-pay meals	231	100.0	25.4	51.8	16.7	6.1	22.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	139	100.0	14.5	38.4	44.2	2.9	47.1
	4	135	97.8	26.9	48.5	24.6	N/A	24.6
	5	139	100.0	28.7	52.9	17.6	0.7	18.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	124	100.0	12.0	35.0	48.7	4.3	53.0
	4	150	99.3	25.7	56.3	16.7	1.4	18.1
	5	138	99.3	24.1	50.4	24.1	1.5	25.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	139	100.0	19.6	52.2	23.2	5.1	28.3
	4	135	100.0	27.1	51.1	17.3	4.5	21.8
	5	139	100.0	28.7	41.2	22.1	8.1	30.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	124	100.0	17.1	47.0	23.1	12.8	35.9
	4	150	99.3	22.9	45.1	22.9	9.0	31.9
	5	138	100.0	16.4	53.7	21.6	8.2	29.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	124	100.0	41.0	30.8	26.5	1.7	28.2
	4	150	99.3	45.8	38.9	11.1	4.2	15.3
	5	138	100.0	47.0	35.1	6.7	11.2	17.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	124	100.0	19.7	59.8	14.5	6.0	20.5
	4	150	99.3	38.2	40.3	16.0	5.6	21.5
	5	138	100.0	44.0	42.5	11.2	2.2	13.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 854)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.0%	Down from 3.2%	2.7%	3.0%
Attendance rate	95.4%	Down from 95.8%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.2%	Up from 1.7%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%	Up from 1.5%	2.8%	3.2%
Eligible for gifted and talented	10.0%	Up from 9.1%	17.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.6%	Up from 4.5%	7.9%	8.2%
Older than usual for grade	0.5%	Down from 0.6%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	37.5%	Down from 43.5%	54.5%	52.6%
Continuing contract teachers	89.6%	Down from 95.7%	85.7%	83.3%
Highly qualified teachers	71.1%	Down from 93.5%	93.6%	93.5%
Teachers with emergency or provisional certificates	2.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	96.6%	Up from 90.7%	88.4%	87.0%
Teacher attendance rate	95.0%	Up from 94.8%	95.0%	95.0%
Average teacher salary	\$40,048	Up 0.3%	\$42,401	\$41,703
Prof. development days/teacher	9.1 days	Up from 8.6 days	12.6 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	5.5	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 21.4 to 1	19.3 to 1	18.8 to 1
Prime instructional time	89.2%	Down from 89.6%	90.0%	89.8%
Dollars spent per pupil*	\$4,237	Down 0.8%	\$5,947	\$6,242
Percent of expenditures for teacher salaries*	70.0%	Up from 69.8%	67.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.6%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	82.6%		89.4%	
Highly qualified teachers in high poverty schools	55.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Instructional improvement and student achievement were the focus of the 2004-2005 school year at Buford Elementary as expressed in our school-wide theme—"Transporting Knowledge." While continuing several successful programs such as LEAP (Language Enrichment Acceleration Program) for all kindergarteners and first graders, Super Reader (a school-wide reading initiative), and Family Nights, we added many new facets to the curriculum and instructional program.

The Everyday Math curriculum was implemented at all grade levels with staff members receiving training as they gained experience with the manipulative and game-based lessons. A new reading program, Open Court, was also introduced. Various staff development opportunities, including the observation of model lessons, helped teachers provide balanced reading methods.

To further assist our students, MAP (Measures of Academic Progress) test results from the fall were analyzed. Students in grades two through five were flexibly grouped to receive small group instruction for thirty minutes each day for five weeks. These lessons were developed and delivered by classroom teachers, support staff and administrators.

Through a grant written by district staff, we gained two new counselor positions. These additional staff members increased our level of guidance services to our 897 students, their families and the staff. As we continued the transition to Positive Discipline, the counselors provided support through classroom guidance lessons, small group and individual sessions, and parent conferences.

Families continued to be encouraged to participate in their children's learning in numerous ways. Student-led conferences were implemented beginning in third grade, allowing students more experience in self-assessment and making oral presentations. PTO meetings with student performances for each grade level were held, and a new series of family nights was added in the spring. A Parents' PACT Pizza Party, sponsored by the SIC for each grade level, gave families an opportunity to learn more about PACT and ways to support and encourage success for their children. Parents also received instructional materials to use at home.

As in years past, our students benefited from the collaborative efforts of their families, the staff, School Improvement Council, and PTO, along with strong community support.

Sandra Jones-Izzard, Principal

Robin Jewett, 2004-2005 School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	120	50
Percent satisfied with learning environment	93.0%	93.2%	87.8%
Percent satisfied with social and physical environment	95.1%	89.7%	83.7%
Percent satisfied with school-home relations	95.3%	94.9%	75.5%

*Only students at the highest elementary school grade level at this school and their parents were included.